



J D Lever Elementary

2404 Columbia Hwy. North
Aiken, SC 29805

Grades	PK-5 Elementary School	
Enrollment	623 Students	
Principal	Renee Mack	803-641-2760
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

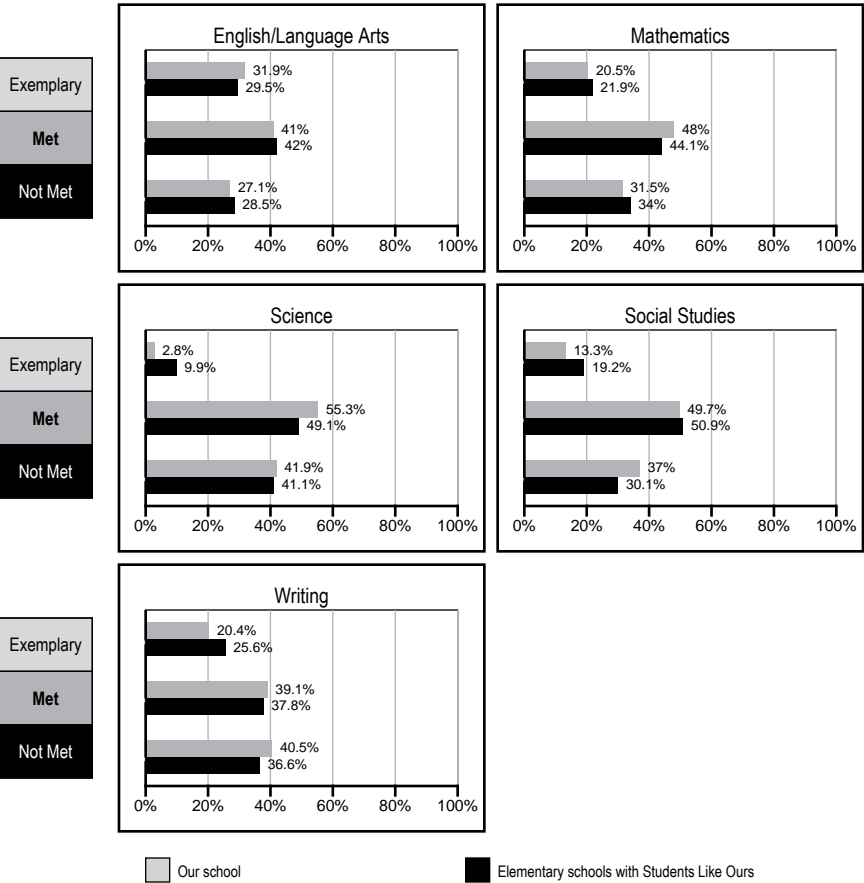
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	91	19	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=623)				
First graders who attended full-day kindergarten	100.0%	Up from 92.1%	100.0%	100.0%
Retention rate	1.4%	Down from 2.3%	2.5%	1.9%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.3%	Down from 8.2%	7.1%	10.0%
With disabilities other than speech	6.2%	Down from 6.5%	9.3%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Up from 50.0%	57.1%	59.4%
Continuing contract teachers	82.9%	Up from 69.0%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 89.7%	85.5%	85.9%
Teacher attendance rate	95.8%	Down from 96.6%	94.9%	95.1%
Average teacher salary*	\$47,853	Up 6.2%	\$46,512	\$47,149
Professional development days/teacher	6.9 days	Up from 6.8 days	12.0 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.1%	Down from 92.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,616	Up 6.7%	\$7,666	\$7,458
Percent of expenditures for instruction**	71.3%	Down from 72.8%	68.4%	68.8%
Percent of expenditures for teacher salaries**	54.9%	Down from 67.3%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty and staff at J. D. Lever Elementary work exceptionally well with collaborative tasks and communicate in a variety of ways. Faculty members embrace leadership responsibilities and strengthen the school community by taking the initiative to share new ideas and model innovative approaches to learning. Data is analyzed on a continuing basis as tests are scored and results are reported. Some of these tests include benchmark tests, nationally normed MAP assessments, report cards, informal assessments, PASS, classroom observations, and quarterly tests. Results of these tests are used to reteach, guide future instruction, determine student placement, and identify students having special needs.

The leadership team sees its mission and belief statements as documents that define the purpose and direction of the school. An in-depth analysis of data indicates a need to improve the school's absolute rating on the state report card. Therefore, we have initiated a number of comprehensive efforts to support the improvement of student achievement. Some of these programs include the following: a reading interventionist who works with K5-3rd grades; an extensive utilization of ELA consultants to support instruction and provide professional development; a mentoring program through Shaw Industries; and a Professional Development School (PDS) in partnership with USC-Aiken.

A few highlights of the 2008-2009 school year are as follows:

The fifth grade Gifted and Talented students, "Lego League Robotics Squad" competed in the regional Lego meet and qualified to compete in the state championship.

A fifth grade student's art work was selected as the cover design winner for the "Aiken Park Bench," a magazine listing recreational activities for the city of Aiken.

The USDA Fresh Fruit and Vegetables Grant Program was implemented throughout the year. This program provided healthy snacks and nutritional information weekly to all students.

The "Build a Better Reader Program" continues to recognize students monthly who improve in reading by awarding them with a new book.

We are fortunate to offer the Universal Breakfast Program to our students. This program provides all students with a free breakfast daily.

The administration, faculty and staff will continue our commitment to provide a quality education for all students. We are thankful for the support of parents, volunteers, district staff and community partners. Working together we can be successful in our endeavors to educate our leaders of tomorrow.

Renee Mack, Principal
 Dr. Tim Lintner, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	110	80
Percent satisfied with learning environment	100.0%	91.8%	90.9%
Percent satisfied with social and physical environment	100.0%	93.5%	88.5%
Percent satisfied with school-home relations	100.0%	92.6%	87.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	296	100	27.1	41	31.9	83.2	85.7	82.8	Yes	Yes
Gender										
Male	157	100	30.8	32.2	37.1	81.1	83.2	79.3	N/A	N/A
Female	139	100	23.1	50.8	26.2	85.4	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	176	100	19.6	40.5	39.9	88.1	90.8	89.5	Yes	Yes
African American	98	100	36.9	46.4	16.7	78.6	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	20	100	52.6	21.1	26.3	57.9	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	50	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	52.9	23.5	23.5	52.9	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	230	100	30.8	41.8	27.4	79.8	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	296	100	31.5	48	20.5	78	81.6	78.9	Yes	Yes
Gender										
Male	157	100	28	44.8	27.3	81.1	80.6	77	N/A	N/A
Female	139	100	35.4	51.5	13.1	74.6	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	176	100	26.2	45.2	28.6	84.5	87.6	87.2	Yes	Yes
African American	98	100	40.5	52.4	7.1	67.9	71.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	20	100	36.8	57.9	5.3	68.4	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	42.3	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	35.3	58.8	5.9	70.6	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	230	100	37.5	47.1	15.4	74	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	198	100	41.9	55.3	2.8	58.1	68.5	67.5
Gender								
Male	111	100	42	55	3	58	69.4	67
Female	87	100	41.8	55.7	2.5	58.2	67.6	68
Racial/Ethnic Group								
White	113	100	31.5	64.8	3.7	68.5	78.5	79.5
African American	68	100	58.2	40	1.8	41.8	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	16	100	N/AV	N/AV	N/AV	40	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	22.2	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	30.8	61.3	59.6
Socio-Economic Status								
Subsided meals	153	100	47.4	49.6	3	52.6	56.9	55.1

Social Studies

All Students	193	100	37	49.7	13.3	63	69	72.3
Gender								
Male	102	100	31.6	53.7	14.7	68.4	69.3	71.5
Female	91	100	43	45.3	11.6	57	68.8	73.2
Racial/Ethnic Group								
White	124	100	33.6	51.3	15.1	66.4	76.5	80.7
African American	56	100	46.9	44.9	8.2	53.1	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	11	100	36.4	54.5	9.1	63.6	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	35.3	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	36.4	54.5	9.1	63.6	63.8	67.9
Socio-Economic Status								
Subsided meals	153	100	42.6	46.1	11.3	57.4	59	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	294	99.3	40.1	39.3	20.6	59.9	71.8	70.2	95.8	95.9
Gender										
Male	154	100	39.9	42	18.2	60.1	65.9	63.2	95.8	95.7
Female	140	98.6	40.3	36.4	23.3	59.7	78.1	77.5	95.8	96
Racial/Ethnic Group										
White	176	99.4	37.5	37.5	25	62.5	78.3	79.1	95.7	95.8
African American	97	100	41.7	45.2	13.1	58.3	61.4	57.6	96.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	97.8	97.7
Hispanic	19	94.7	55.6	27.8	16.7	44.4	65.9	62.6	95.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	20	23	26.1	95.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	17	94.1	56.3	31.3	12.5	43.8	64.9	61.2	96	96.4
Socio-Economic Status										
Subsidized meals	218	99.1	44.4	38.3	17.3	55.6	61.4	58.9	95.7	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	86	100	22.8	31.6	45.6	77.2
	4	95	100	37.9	39.1	23	62.1
	5	115	100	21.5	49.5	29	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	86	100	32.9	38	29.1	67.1
	4	95	100	36.8	47.1	16.1	63.2
	5	115	100	26.2	56.1	17.8	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	35.9	56.4	7.7	64.1
	4	95	100	49.4	49.4	1.1	50.6
	5	59	100	34	64.2	1.9	66
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	42	100	35	40	25	65
	4	95	100	37.9	54	8	62.1
	5	56	100	37	50	13	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	85	98.8	39.7	30.8	29.5	60.3
	4	95	99	50	40.7	9.3	50
	5	114	100	32.4	44.4	23.1	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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